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desire or need," yet he nowhere suggests or admits that this is the fundamental characteristic of project teaching. In fact he does show clearly that the term means to him no more and no less than what he has formerly set before the teachers of our country under the caption "Type Studies and Lesson Plans." Worthy and helpful as these are, they do not mean the same as "project," for the foremost thought of today implies that the child learns best by his own mental responses, reactions, and behavior. This means that the child to a very large degree must do most of the acting himself. It means that he must use his bodily activities as well as his mental activities to solve his problems and do his thinking. The reflex of such behavior upon mental growth is greater than we have been able to estimate as yet. At no point in this text do we find anything to lead one to teach in any different style than that where the pupil is assigned so much to read and study, and then expected to come to class where he will be questioned on how much he has been able to remember. This is not project teaching in the latest and best sense of the term. Projects may be mental, most assuredly, but teaching that holds the child in his seat and appeals to his mind alone and never calls upon him to do something with his hands, or body, or go out and investigate something for himself, will inevitably fall into the old-time rut of memoriter work.

Therefore, while we recognize that there is a vast deal of good material in this book, yet we feel that it is beside the point so far as project teaching is concerned in that the main issue set forth by the author is that of organization of subject-matter around large units of study and not how pupils can be kept busy doing things because they want to. It seems to us that the importance which the author has attached to "Type Studies" has impelled him to take his old "Type Studies" wine and pour it into the new "Project Study" bottle, and we are not assured that he has recognized the importance in education of the doctrine of self-activity. We feel that the reader of this book will tend to magnify logical organization of subject-matter and overlook the importance of the psychological organization, that he will be led to memoriter teaching instead of allowing the child to do a great deal of acting on his own accord, and that he will be influenced to make the child master the organization as laid down instead of allowing the pupil to think his own way through the problem placed before him.

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*Teaching home economics.*—Under the title, *Teaching Home Economics*,<sup>1</sup> the authors have presented the first book upon methods in that subject. Part I, eighty pages in length, is devoted to a long discussion of the economic and social status of women and includes a sketch of the history of the home-economics movement. Part II deals with the various schemes of organization of courses of study; forty pages are given over to the different forms of organization in elementary schools, twice as much space to suggestions for various types of high schools, and an equal amount to rural schools and social units. The suggestions for lesson plans given in Part III are of value to the inexperienced student and to the teacher who has neglected new educational theory. The authors, however,

<sup>1</sup> ANNA M. COOLEY and others, *Teaching Home Economics*. New York: Macmillan Co., 1919. Pp. xii+555. \$1.80.

have merely indicated the need of scientific diagnosis of the results and difficulties of teaching, one of the essential features of the growing science of methodology. The courses of studies included in the one hundred pages of the addenda illustrate the various types of courses which are being offered and the factors which motivate them.

In urging that all work, in whatever kind of school, should be the outgrowth of some definite need felt by the children or as the execution of some project of value in the lives of the children, the authors strike the keynote of the book. Given the teacher with experience and great initiative, there would be found here inspiration for unusual work. But to the student without experience and creative ability to translate into concrete situations the "common information, experience, and development necessary to intelligent living in any walk or calling in life," it can be of little guidance. Many quotations from educational writings which illustrate pertinent points are presented, but the failure to reconcile the different points of view of the various authors would be very confusing to the young teacher or supervisor. One finishes the reading of the book with the realization that innumerable statements as to existing conditions have been given, but a feeling akin to bewilderment is not cleared away by any definite conclusion as to wise selection of material, clear emphasis on abilities to be developed, or teaching methods to be used.

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*A new method of approach to modern history.*—In *School and Society*, January 8, 1916, there appeared an article by Clarence D. Kingsley, high-school inspector of Massachusetts, on "The Study of Nations: Its Possibilities as a Social Study in High Schools." The general scheme proposed by Mr. Kingsley in this article was later worked out in outline form by Miss Harriet Tuell, of the Somerville High School, Massachusetts, and published in *The History Teachers' Magazine*, October, 1917, under the title, "The Study of Nations—An Experiment." Those who remember these two articles will welcome a complete working out of the idea in book form.<sup>1</sup>

Miss Tuell has organized her discussion around the following general topics: the study of nations, European nations, Oriental nations, and a nation in the making. Two topics, the method of approach and the fruits of experience, are discussed under the first general topic. The arguments in favor of the approach advocated by the author stated briefly are: it forces the teacher to begin the course at a point of contact with the pupil's immediate interest; it opens the pupil's mind to his immediate use for history; it relieves the instructor of the need to make history attractive by artificial stimulus; it substitutes the order of procedure which is now followed by the adult world for that followed by the professional historian only; and finally, the approach is logical as well as chronological.

The general plan advocated by the author is to begin a modern history course with a survey of the modern nations as they exist at the time the study is made. After this survey has been made, the part of the country under consideration is

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<sup>1</sup> HARRIET E. TUELL, *The Study of Nations—An Experiment in Social Education*. *Riverside Educational Monographs*, edited by Henry Suzzallo. Boston: Houghton Mifflin Co., 1919. Pp. xvi+189. \$0.80.